2018-2019
Title III Application

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Access recording:
https://www.youtube.com/watch?v=5x05aiRq7fU&feature=youtu.be

Indiana DEPARTMENT OF EDUCATION

Working Together for Student Success

Overview

- The Title III application, allocations, and all supporting documents, including a detailed user guide, can be found on the IDOE website.

- Federal law requires that a Title III sub-grantee have a minimum allocation of $10,000 in order to apply for funding individuals. LEAs with funding allocations less than $10,000 may apply with a consortium.

- Title III Applications are due **August 31**.

- The annual Title III and EL Directors' meetings will be held August 15-16 at M.S.D. Lawrence Township. View more details and register here.

Part 3: Core EL Program (Lau)

1) LEAs are **<u>required</u>** to provide a core EL program (Lau) whether or not they receive Title funds.

2) Federal grants, including Title I and III, must be supplemental to the core EL program listed on this page.

3) Staff providing the core EL program must be paid with state or local funds.

4) The core EL program must be provided for all ELs in the district, and must be provided by qualified teachers trained in EL strategies.

5) The core EL program, per federal law, must be based on effective approaches and methodologies that demonstrate success in increasing English language proficiency, are reasonably calculated for success, and are regularly evaluated for effectiveness.

Part 3: Core EL Program (Lau)

	Elementary	Middle School	High School
Level 1	**ELD Program Models Used:** ☐ Structured immersion/Content-Based ELD ☐ Push-In ☐ Pull-Out ESL ☐ Scheduled ESL class (elem., MS) ☐ ENL class for credit (HS) ☐ Sheltered Instruction class for ELs only ☐ English lab/Resource period ☐ Transitional Bilingual Education ☐ Dual Language Immersion ☐ Heritage Language class ☐ Other (please explain) **Frequency and duration for Program Model 1:** **Staff for Program Model 1:** **Resources and materials for Program Model 1:** **Frequency and duration for Program Model 2 (if applicable):**	**ELD Program Models Used:** ☐ Structured immersion/Content-Based ELD ☐ Push-In ☐ Pull-Out ESL ☐ Scheduled ESL class (elem., MS) ☐ ENL class for credit (HS) ☐ Sheltered Instruction class for ELs only ☐ English lab/Resource period ☐ Transitional Bilingual Education ☐ Dual Language Immersion ☐ Heritage Language class ☐ Other (please explain) **Frequency and duration for Program Model 1:** **Staff for Program Model 1:** **Resources and materials for Program Model 1:** **Frequency and duration for Program Model 2 (if applicable):**	**ELD Program Models Used:** ☐ Structured immersion/Content-Based ELD ☐ Push-In ☐ Pull-Out ESL ☐ Scheduled ESL class (elem., MS) ☐ ENL class for credit (HS) ☐ Sheltered Instruction class for ELs only ☐ English lab/Resource period ☐ Transitional Bilingual Education ☐ Dual Language Immersion ☐ Heritage Language class ☐ Other (please explain) **Frequency and duration for Program Model 1:** **Staff for Program Model 1:** **Resources and materials for Program Model 1:** **Frequency and duration for Program Model 2 (if applicable):**

- If more than one ELD program model is used, please check all that apply and address each below.

- A description of the ELD program models is included in the Title III Application user guide.

Part 4: EL Program Narrative

1. Describe how your district's EL Program (using local, state, NESP, Title I, Title III, and any other available funds) will specifically target these subsets of English learners, based on their needs, for them to learn English and meet the challenging State academic Standards [Section 3115(a)].

Level of English proficiency	# of EL students	% of total EL students	Briefly describe activities to address any identified areas of need
Levels 1 & 2			How will your district address the unique needs of English Learners at Levels 1 and 2 using all available funds?
Levels 3 & 4			How will your district address the unique needs of English Learners at Levels 3 and 4 using all available funds?
Long term English learners (LTELs): ELs who have been English learners for 5 or more years without attaining proficiency			How will your district address the unique needs of long-term English Learners using all available funds?

Part 4: EL Program Narrative

2. By checking each box, the LEA assures that 100% of English learners are correctly identified and included in the annual English Language Proficiency Assessment each year until reaching proficiency. *Correctly identifying and assessing English learners is a requirement for LEAs in order to receive any federal grants. If needing assistance with carrying out the activities listed below, please contact 317-232-0558.*

- ☐ Administer the **Home Language Survey (HLS)** *only* to students enrolling in Indiana for the *first* time (i.e. KDG or out of state transfer); the original HLS is obtained for a student transferring from another Indiana school.

- ☐ Maintain a copy of every student's HLS, including students whose HLS indicates English only.

- ☐ Within 30 days of enrollment, administer the Kindergarten W-APT or WIDA Screener (grades 1-12) to new students whose HLS indicates a language other than English for *any* of the three questions by a state/locally funded licensed personnel **OR** obtain the previous annual ACCESS results for students previously identified as an English learner by another Indiana school or WIDA consortium state.
  https://www.wida.us/membership/states/index.aspx

- ☐ Notify parents of English learners via the **Annual Parent Notification form.**

- ☐ Develop an Individual Learning Plan (ILP) and provide core EL program services until student reaches proficiency on ACCESS.

- ☐ Maintain a local system to track English learners in order to provide core EL program services and include 100% of EL students in annual ACCESS administration.

Part 4: EL Program Narrative

3. Indiana has adopted the WIDA English language development standards as the state college and career ready standards for English language development. Please describe the district plan to ensure that the WIDA ELD standards are implemented with fidelity by <u>all teachers of English learners</u>, including all classroom/content area teachers with English Learners in their classrooms. Be sure to include WIDA training opportunities, a process and approach for reviewing or developing English language development and content curriculum that integrates components of WIDA, and appropriate district personnel who will ensure implementation. For additional information, visit https://www.wida.us/downloadLibrary.aspx.

How have you provided WIDA Standards training to EL and classroom teachers of English Learners at both the elementary and secondary level?

For SY 2018-2019, how do you plan to provide training to newly-hired staff who will work with English Learners?

For SY 2018-2019, what further support and training is planned for all teachers of English Learners?

Part 4: EL Program Narrative

4. Once an English learner achieves English language proficiency, LEAs are required to rigorously monitor the student for two years after the school year in which the student was reclassified. Assure that a process exists to monitor "the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services" by checking one of the following:

☐ Utilize state recommended **2 year former EL monitoring form** that

- Ensures former EL students are meeting challenging state academic content and student academic achievement standards
- Shared, reviewed, and implemented on a regular basis by appropriate educational personnel that work with the respective former EL students during the 2 year monitoring window

or

☐ Utilize locally created, formal 2 year former EL students' monitoring method that

- Ensures former EL students are meeting challenging state academic content and student academic achievement standards
- Shared, reviewed, and implemented on a regular basis by appropriate educational personnel that work with the respective former EL students during the 2 year monitoring window

Part 5: Nonpublic School Participation

Part 5: Non-public School Participation

<u>Directions:</u> Please refer to page 13-14 of the *Application User Guide* for directions on completing this section.

☐ Check this box to assure that you have notified all the non-public schools within your geographical school district boundaries about Title III program eligibility and consulted with them. Evidence must be provided through submission of your corporation's 2018-2019 Title I and Title II applications, as well as produced in case of an IDOE onsite or desktop monitoring.

Below, list <u>only</u> non-public schools that have opted to **participate** in Title III for the 2018-2019 School Year:

Name of Participating Non-public School	EL Student Count	2018-2019 Title III Equitable Share

Indiana Department of Education

Part 6: Title III Activities

Title III Required Activities:

- **Effective language instruction educational programs** for English learners that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement in the core academic subjects

- **Effective professional development** to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel. Title III funding <u>must</u> be used to pay for this activity.

- The implementation of ESSA added **family and community engagement** as a required Title III activity. Title III funding <u>must</u> be used to pay for this activity. As a reminder, Title III funding must be supplemental to other state, local, and federal funds.

Part 6: Title III Activities

EL Family and Community Engagement
(required to be Included in the application)

Beginning SY 2017-18, per ESSA, EL students' Family and Community Engagement is a required activity for Title III (3115(d)(6): "Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families"). Title III funding must be used to pay for this activity. Describe how your LEA will provide effective outreach specific to families of English learners and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)] using Title III funding. Note that Title III funding may not be used to pay for food and beverages.

Family and Community Engagement Plan	
Elementary	Activities for families of English learners planned for SY 2018-19 and paid from Title III
	Number/Frequency/Participants
	Staff/Materials/Resources

Part 7: Title III-Funded Personnel

Reminders:

1) A job description (created by the EL Program Administrator) must be attached with your application for any position funded through Title III.

2) Title III activities must be <u>supplemental</u> to the district's core EL program listed in Part 3; the job description needs to clearly show the supplemental nature of Title III funded activities.

3) For split-funded positions, Title III supplemental activities must be explicitly marked on the job description.

4) Title III funded positions must not previously have been paid for with state or local funds.

Resources

- **Uniform Grant Guidance Resources:**
  - ✓ *[Learning Connection > IDOE Title I > Files and Bookmarks](#) / *NEW* Uniform Grant Guidance*

- **Resources for the Federal Equipment and Technology Inventory and Personnel Expenses:**
  - ✓ *[Learning Connection / IDOE Title I Community /Files and Bookmarks](#) / [Fiscal Information (Supplement/Supplant, Final Allocations, Fiscal Handbook, etc.)](#) / Templates, Samples and Resources*

- **Title III Resources:**
  - Learning Connection - Title III and NESP (English Learners)
  - [IDOE English Learning and Migrant Education Website](#)

Resources

- **Title I Parent Involvement Resources:**
  - ✓ http://www.doe.in.gov/titlei/resources-%E2%80%93-pd-ppts-guidance-swp-tas-parent-involvement-etc
  - ✓ *Learning Connection > IDOE Title I > Files and Bookmarks / Parent Involvement /Templates, Samples and Resources*

- **Title III State Sample Notification Letter**: *Learning Connection/IDOE – Title III and NESP (English Learners) community/Files and Bookmarks/IDOE – Parent Notification Letter.*

- **Homeless Reservation Template**:
  - ✓ http://www.doe.in.gov/sites/default/files/titlei/2017-2018-title-i-homeless-reservation-template.pdf
  - ✓ *Learning Connection / IDOE Title I Community / Files and Bookmarks / No Reply Email Notifications and Memos*

Questions? Contact Us!

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